

Teacher: Chris Schumacher
Course: News Elective
Unit: Immigration

Established Goals:

- Students will become more aware of social issues that affect the United States and the world at large.
- Provide an interactive educational environment that encourages students to acquire the skills, obtain the knowledge, and develop the attitudes necessary to become valued contributing members of society.

Enduring Understandings:

- The demographics of the U.S. are changing quickly.
- The U.S. Government estimates that there are over 10 million illegal aliens in the U.S. as of 2005.
- Attempts to control the flow of illegal immigration through physical means has not been successful.
- The demand for an illegal labor force provides an economic incentive for illegal immigration.
- There are very strong feelings on both sides of the illegal immigration issue.

Essential Questions:

- What are the reasons that immigrants do not use the legal process to come to the U.S.?
- Why do some Americans feel that illegal aliens should be arrested and deported?
- Why do some Americans feel that illegal aliens provide a benefit to the U.S. and should be embraced?

Students will know:

PA Standards for Civics and Government:

- 5.1.9. (A) Analyze the principles and ideals that shape government.
- 5.1.12. (A) Evaluate the major arguments advanced for the necessity of government.
- 5.1.12. (J) Analyze how the law promotes the common good and protects individual rights.
- 5.2.12. (C) Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.
- 5.2.12. (F) Evaluate how individual rights may conflict with or support the common good.

Students will be able to:

- Work collaboratively to create interest group ads on both sides of the issue.
- Research and cite sources that support their arguments.
- Engage classmates in discussion on the immigration issue.
- Constructively criticize opposing points of view.

Stage 2: Assessment Evidence

Performance Tasks:

- Students will complete the immigration webquest.
- Students will create special interest commercials that endorse opposing viewpoints.
- Students will find an article that supports

Other Evidence:

- Formative assessment conducted through in-class and online discussion.

Performance Tasks:

- Students will complete the immigration webquest.
- Students will create special interest commercials that endorse opposing viewpoints.
- Students will find an article that supports their opinion of how the immigration issue in the U.S. should be addressed.
- Students will write a summary of the article along with a well-supported opinion
- Students will post their article and summary on this week's discussion forum.
- Students will reply to 2 other posts.

Other Evidence:

- Formative assessment conducted through in-class and online discussion.

Stage 3: Learning Plan

Learning Activities:

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1. Watch Stephen Colbert interview with Jorge Ramos (Click on Stephen Colbert below).
2. Post at least 2 paragraphs describing what you know about the immigration debate in the United States. See "Immigration Pre-lesson Discussion below."
3. Complete the "Immigration Webquest" found below. Hand in the webquest below when finished.
4. Follow the link below to a sample U.S. Citizenship test. Take the full length test, then post your results in the forum along with the question that you found most difficult. Do you think most Americans know this stuff?
5. After you have completed the citizenship test, you may begin the final project. You will team with 2 of your classmates to complete two special interest issue commercials. One of the ads will take a "pro-immigration" (path to citizenship) position, while the other will take an "anti-immigration" (better